**Halifax County Schools - Elementary School Lesson Plan-(K\_ELA Unit 1, Week 6)**

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| **Subject: ELA** | **Teacher:** | **Grade Level:**  Kindergarten | **Date(s):**  **October 3 – October 7; October 10th** |
| **Curriculum Area:** | **Reading** | **I Can Statements & Learning Targets (I can…):** | I can name upper and lower case letters and the sounds the letters make.  I can mark places in books that they want to talk about with partners.  I can make connections across texts. |
| **Content:**  Common Core Standards & Essential Standards | **RLK.10 Actively engage in group reading activities with purpose and understanding.**  **RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.**  **RLK.5 Recognize common types of ELA Common Core Standards**  **RFK.1d Demonstrates understanding of the organization and basic features of print. Recognize and name all upper and lower case letters of the alphabet.**  **SLK.1a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. Follow agreed upon rules for discussion (ex. Listening to others and taking turns speaking about topics and texts under discussion)**  **SLK.3 Ask and answer questions in order to seek help, get information or clarify something not understood.**  **SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (understand that pictures and words work together and details can be added to make it better)**  **RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.**  **RI.K.6-Assess how point of view or purpose shapes the content and style of a text.**  **RI.K.5-Identify the front cover of the book.**  **RI.K.4-with prompting and support, ask and answer questions about unknown words in a text.**  **texts (e.g., storybooks,poems)**  **RLK.4-Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choice shapes meaning or tone.**  **RLK.3** With prompting and support, identify characters, setting and major events in a story. | **Technology Standards & Resources:** | [Ipad resources](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | Are you identifying an author or illustrator whose work you really enjoy?  What do books make you think about?  What are you sharing with your partners about your book?Can you tell me how the author uses this picture to help you understand the topic?What does this picture add to your thinking about what you read?Can you show me where to begin reading? Where do I go from there? After that?Can you point to the words as you read? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | What makes a book a favorite? (Evaluation)  How are stories/characters different? Alike? (Analyze)  Why do you choose a certain part of a story to share? Why did it stand out to you?(Evaluation) |
| **Vocabulary:**  Academic/Content | **connection**-The act of connecting one idea to another | **Teacher Resources:** | Professional Resources  A Curricular Plan for the Reading Workshop, Grade K by Lucy Calkins  The Daily 5 by Gail Boushey & Joan Moser  The Café Book by Gail Boushey & Joan Moser  **Smarter Charts K-2** by Marjorie Martinelli & Kristine Mraz 2012  **Chart Chums** blog [http://chartchums.wordpress.com](http://chartchums.wordpress.com/)  **Teachers College Reading and Writing Project website** (Register to access 2012-2013 Kindergarten Reading Units of Study curricular plans, student writing samples, sample charts, book lists, and assessments)  [**http://tc.readingandwritingproject.com/resources.html**](http://tc.readingandwritingproject.com/resources.html)**)**  For Bloom’s taxonomy see: <http://readingtokids.org/ReadingClubs/TipBloomsTaxonomy.php?pview=yes>  For Socratic questions see:  <http://changingminds.org/techniques/questioning/socratic_questions.htm>  [Live binder resources](http://www.livebinders.com/play/play?id=231218) |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue to read to self | **Read to Someone**  Students continue to read to someone | **Listen to Reading**  Students continue to listen to reading | **Word Work**  Students continue to work on words | **Work on Writing**  Students continue to work on writing |

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| **Monday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Monday Lesson Plan](https://docs.google.com/document/d/1PsTwo9BdA4I50Rzc87EyVN0K3DIVS2nq_eBA9wroFJI/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Tuesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Tuesday Lesson Plan](https://docs.google.com/document/d/1XuIZbx_jQff5pWUYV9mcK0z7rfy65HShDybmbYUtyd4/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Wednesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Wednesday Lesson Plan](https://docs.google.com/document/d/1M3T-Ib-MoyNdBlpmyBO18h9ug1Qn2LZKwjptigqOQr4/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Thursday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Thursday Lesson Plan](https://docs.google.com/document/d/1dKnysqUz-zNA8Vqqeg2IMIyeHhR8-WfaEaKUWactDwA/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Friday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Friday Lesson Plan](https://docs.google.com/document/d/1do04h1dG7XlefZu69ztsa1k-tWWPK6DGW6fMVc3Wsf0/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |